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ABSTRACT

The guidebook for the teacher-coordinator of distributive education presents abstracts of 57 games and simulations. Each abstract provides a brief overview of the game or simulation, as well as author, publisher, cost, copyright date, time required, and number of players required. The abstracts are sequenced in alphabetical order. A topical index is also provided for the instructor who wishes to locate abstracts of games or simulations appropriate to a particular subject such as economics, human relations, banking, or collective bargaining. Directories of publishers, newsletters, professional organizations, and centers for simulation development are also included. A brief bibliography is appended. (NJ)

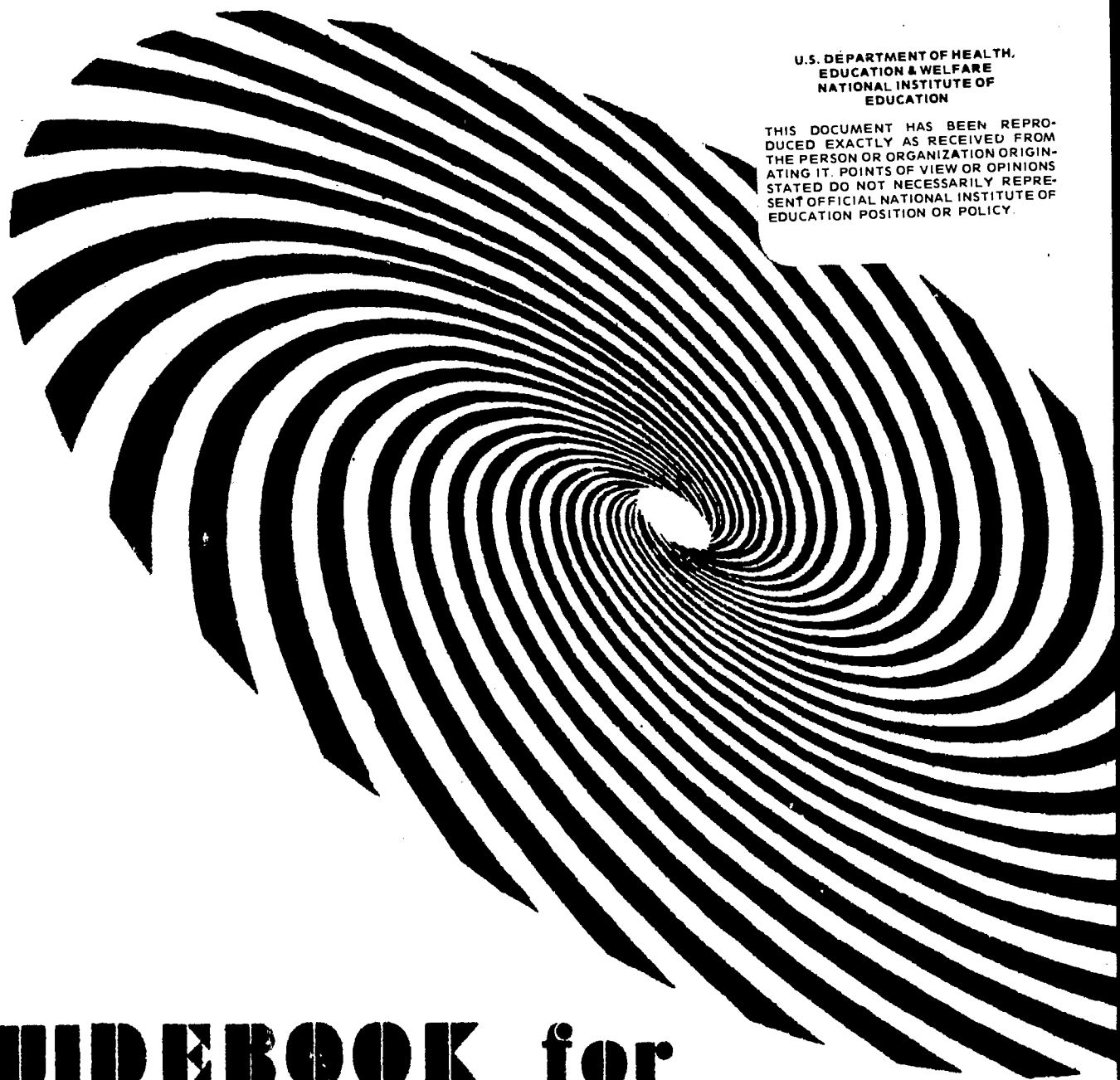
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SIMULATIONS & GAMES

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A

GUIDEBOOK for DISTRIBUTIVE EDUCATION

SIMULATIONS & GAMES

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A GUIDEBOOK for DISTRIBUTIVE EDUCATION

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INTRODUCTION

The recess bell rings and students bound from their classrooms with a burst of energy and enthusiasm to compress as much activity as possible into a seemingly short-lived twenty-minute recess. The students approach their activities with dedication and enthusiasm not evidenced in the classroom that is envied by their teachers. The recess bell rings again, immediately facial features depict the disappointment of the interruption, and the students return to the classroom. What teachers have not observed this dramatic transformation that occurs from classroom to playground and the return to the classroom? This metamorphosis has been observed by this writer on a number of occasions. Would it not be refreshing for the young people to approach the classroom learning experiences with the same amount of anxious anticipation, energy, enthusiasm, and dedication?

This educator began an earnest search for activities and materials that when used within the classroom would unleash that same energy and enthusiasm evidenced in play in a planned, meaningful classroom learning experience.

At the close of the school day one Friday afternoon, I was walking down the hall and was attracted to a social studies classroom from which raised voices could be heard. Approaching the open door, I observed

considerable student movement, clusters of students engaged in spirited discussions, and the teacher was leaning against the window sill observing the seemingly chaotic conditions. The teacher apparently noticed my interest and invited me to observe his students involvement in the Inter-Nation Simulation. At that moment, the final bell rang. Much to my amazement, the students ignored the final bell that marked the close of the school day and the beginning of the weekend.

After a rather lengthy conversation with the social studies teacher, I knew this was the type of involvement that I wanted to introduce into my Distributive Education program. However, many questions remained unanswered: "Are materials appropriate for the Distributive Education classroom available?"; "Who supplies materials of this type?"; "Are the costs prohibitive?"; "Are the materials appropriate for both large and small group instruction?"; etc. The simulations and games abstracted in this guidebook should provide the teacher-coordinator with materials that will generate interest, excitement, and enthusiasm, motivate, and encourage total involvement on the part of your students.

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INDEXING SYSTEM

An alphabetical index is provided which lists the fifty-seven simulations and games which have been abstracted. The abstracts are sequenced in alphabetical order. If the teacher-coordinator would seek information regarding a particular game, he should refer to the alphabetical index to locate the appropriate abstract. Each abstract provides a brief overview of the game.

If the teacher-coordinator does not have a particular simulation or game in mind, he should refer to the topical index for locating appropriate abstracts.

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ABSTRACTS

TITLE: Acquire GAME NUMBER: 1
AUTHOR: Unknown
PUBLISHER: 3-M Company COPYRIGHT:
St. Paul, Minnesota COST: \$8.95
TIME REQUIRED: 1 - 1 1/2 hours NUMBER OF PLAYERS: 2-6 participants

OVERVIEW:

The participant's objective is to become the wealthiest executive through formation of hotel chains, timely stock purchases, mergers, and unit expansion of controlled chains. Each participant receives \$6,000 and six hotels and play begins. When the game is concluded, the participants determine the worth of their stock and the wealthiest executive wins.

TITLE:	Banking	GAME NUMBER:	2
AUTHOR:	Cranmer, H. J.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	1968
		COST:	\$5.95 per booklet
TIME REQUIRED:	2 hours	NUMBER OF PLAYERS:	6-24 participants; 2-8 teams

OVERVIEW:

This game involves the players in the financial activities and decisions that are to be made by commercial banks. Each team represents three banks, and the average of the activities and decisions made by the three banks is the basis used for scoring.

Behavioral Objectives: Following the completion of play, the team members will be able to: identify means by which interest rates are set to stimulate borrowing and depositing and why this rate must be attractive, understand why various banking activities are important to individual banks, understand the many functions of banks other than places for investing, understand that only a portion of deposits can be used for making loans, understand how profits are made, understand ways in which consumers and businesses can use their savings or idle funds, understand the banks' roles in the economy of an area.

TITLE: The Bridge Game GAME NUMBER: 3
AUTHOR: Unknown
PUBLISHER: Training Development Center COPYRIGHT: 1969
2 Pennsylvania Plaza
New York, New York 10001 COST: \$75.00
TIME REQUIRED: 1-2 hours NUMBER OF PLAYERS: 3-15 participants;
3 teams

OVERVIEW:

Participants are organized into three companies and given a blueprint and materials required to build a bridge. The companies are required to specify how the tasks are to be divided and estimate the time required to complete the task. The companies build the bridge specified in the blueprint. Concepts involved are:

- (1) planning and estimating;
- (2) supervisory styles; and
- (3) delegation and manpower assignment.

TITLE: Business Simulation I GAME NUMBER: 4

AUTHOR: Unknown

PUBLISHER: Arizona DECA COPYRIGHT: Unknown
 1333 West Camelback Road, Suite 115
 Phoenix, Arizona 85013 COST: Unknown

TIME REQUIRED: 30 minutes per NUMBER OF PLAYERS: No limit
 time period

OVERVIEW:

The participants are assigned the role of an assistant buyer in a local department store responsible for buying and pricing a single product. The game is divided into time periods in which the participant makes two decisions: (1) amount of product to purchase, and (2) the retail price to be charged for the product. A referee's key is provided to determine the participant's buying and pricing success. The winner is determined by the participant with the highest accumulation of net profit.

The simulation director should consider organizing the participants into teams with one participant selected as the assistant buyer. The interaction in decision-making greatly enhances usage of the game.

TITLE: Business Simulation II GAME NUMBER: 5
AUTHOR: Unknown
PUBLISHER: Arizona DECA COPYRIGHT: Unknown
1333 West Camelback Road, Suite 115
Phoenix, Arizona 85013 COST: Unknown
TIME REQUIRED: 30 minutes per NUMBER OF PLAYERS: No limit
time period

OVERVIEW:

The participants are organized into merchandising groups with total authority for a particular department. The team is responsible for ordering, pricing, and hiring. Game II is developed around two products and three decisions are required:

- (1) establishing retail prices for both products,
- (2) ordering merchandise for stock, and
- (3) hiring of salespeople.

The team with the highest accumulated net profit and cash available position is considered in determining the winner.

TITLE:	Collective Bargaining	GAME NUMBER:	7
AUTHOR:	Cranmer, H. J.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	1968
		COST:	\$5.95 per booklet
TIME REQUIRED:	1 hour	NUMBER OF PLAYERS:	6-24 participants; 1-4 teams

OVERVIEW:

The game Collective Bargaining introduces you to a crucial phase of labor-management relations. It is a model that allows players to simulate the atmosphere and conditions that prevail during the negotiation of a new labor contract. The simulation is based upon a single company where employees are represented by one union on a negotiated one-year contract. The participants are organized into teams of negotiators representing the union and the company involved. The success of a negotiating team is determined by evaluating the following factors:

- (1) net gain to union;
- (2) total cost to management;
- (3) days of strike; and
- (4) hours of stoppage.

TITLE:	The Community	GAME NUMBER:	8
AUTHOR:	Cranmer, H. J.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	1968
		COST:	\$5.95 per booklet
TIME REQUIRED:	2 hours	NUMBER OF PLAYERS:	3-24 participants; 1-8 teams

OVERVIEW:

By simulating a community primarily residential, with three industries in which many of the people work, this game has the teams assuming roles and making decisions similar to those in everyone's community. There is also local government. The team members must imagine themselves as employers and employees when deciding on wage levels; then must imagine themselves as government officials when deciding on tax rates. It is up to the team members, as taxpayers and officials, to determine how to spend tax monies. The object of the game is to create the most attractive, progressive community possible. The success of the teams making the most improvements and the prosperity of their industries is the basis for scoring. The team with the highest score wins. The relationship between industry, taxes, profits, community, welfare and wages becomes more clear as the game is played.

The game allows the participant the opportunity:

- (1) to become aware of some of the economic principles and problems involved in running a community.
- (2) to become aware of the relationship between wages and profits
- (3) to become acquainted with the process by which public officials decide how to spend local revenues
- (4) to understand what happens to a community if an industry closes and welfare needs increase.
- (5) to realize the importance of cooperation between business and the community.

TITLE: Concentration

GAME NUMBER: 9

AUTHOR:

PUBLISHER:

COPYRIGHT:

COST:

TIME REQUIRED:

NUMBER OF PLAYERS:

OVERVIEW:

On material of your choice, develop a large board similar to that used in the board game and on the television program "Concentration." The board will be comprised of about 30 squares which are removable. Each square will be numbered and under it will be written symbols, terms, or sentences. On the reverse side of the square will be written a portion of a message. (This could be a statement about marketing channels, retailing, salesmanship, etc.)

Divide the class into teams. Players on teams take turns choosing two numbers from the board. As the first number is chosen, the square is removed and the player identifies it. If the identification is incorrect, the squares are returned as they were, and it is the other team's turn to choose two numbers.

If the identification is correct, the squares are turned over to reveal that portion of the message revealed and the player has 10 seconds to identify the message. If he guesses the message, that team wins. If he doesn't, the game continues with the next players on the other team choosing numbers.

If the symbols or terms do not match, the squares are placed on the board again with the numbers visible, and the next player on the other team takes his turn.

There are many methods of presenting this game. Some possibilities are overlays used on the overhead projector, index cards taped on poster board, rubber cement used on the bulletin board, or possibly by using a felt board.

Not only will the students have to concentrate on remembering where the symbols or terms are located on the board, but they will have to be able to identify them quickly. This game is an excellent review method.

General objective: To encourage a competitive, enjoyable instructional activity to assist in the learning process.

Specific objective: To achieve subject matter competency in the area(s) chosen by the teacher-coordinator.

TITLE: Consumer GAME NUMBER: 10

AUTHOR: Zaltman, Gerald

PUBLISHER: Western Publishing Company, Inc. COPYRIGHT:
 School and Library Department
 150 Parish Drive COST: \$30.00
 Wayne, New Jersey 07470

TIME REQUIRED: 1 1/2 - 2 1/2 hours NUMBER OF PLAYERS: 11-34

OVERVIEW:

Installment buying decision-making is simulated in Consumer. The interactions and the competitive nature of the game encourage participant involvement. Three roles are assigned and the participants compete within their roles to accumulate the greatest number of points. The roles are (1) consumers, (2) credit managers, and (3) loan managers. The participants experience the interactions between consumers and credit and loan managers and must (1) weigh the added cost of financing a purchase against the additional value to them of having the item immediately; (2) determine whether their purchases are yielding the greatest utility for their money; and (3) guard against unanticipated events not generally covered by insurance.

A post-game evaluation should be conducted with content information to improve decision-making disseminated and discussed. Repetitive use of the simulation is strongly recommended to allow each participant the opportunity to improve their performance.

TITLE: The Cooperation Game GAME NUMBER: 11

AUTHOR: Unknown

PUBLISHER: Training Development Center COPYRIGHT: 1971
 2 Pennsylvania Plaza
 New York, New York 10001 COST: \$50.00

TIME REQUIRED: 10-30 minutes NUMBER OF PLAYERS: 12 participants

OVERVIEW:

The participants are exposed to conflicting pressures as they compete in a ball-trading exercise. Participants experience the importance of group cooperation if individual goals are to be achieved. Concepts involved in this simulation are: team building, need for trust, goal achievement through group action, and establishing mutual confidence.

TITLE:	The Cork Balls Game	GAME NUMBER:	12
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1969
		COST:	\$75.00
TIME REQUIRED:	1-2 hours	NUMBER OF PLAYERS:	4-16 participants; 2 teams

OVERVIEW:

The participants are organized into two teams who design and then instruct other participants (employees) to operate a system for packaging two sizes of cork balls in two sizes of containers. The most effective production team is determined by the production time and rejection rate.

TITLE:	Democracy	GAME NUMBER:	13
AUTHOR:	Coleman, James S.		
PUBLISHER:	Western Publishing Company, Inc. School and Library Department 150 Parish Drive Wayne, New Jersey 07470	COPYRIGHT:	1966
		COST:	\$6.50
TIME REQUIRED:	1-4 hours	NUMBER OF PLAYERS:	6-11

OVERVIEW:

Democracy, a set of seven games, places the participant in an environment to experience the variety of processes involved in a representative government. The complexity of decision-making within the democratic process is emphasized in the five variations of the game. The themes in which the variations are designed are:

- (1) the legislator must consider his own beliefs as well as satisfying his constituents' interests;
- (2) the power of the floor leader is demonstrated;
- (3) the committee structure is introduced;
- (4) the powers of a party leader in aiding re-election are added;
- (5) the legislator is forced to deal with the negative public reaction to the high cost of many desirable programs.

TITLE:	Economic System	GAME NUMBER:	14
AUTHORS:	T. R. Harris and J. S. Coleman		
PUBLISHER:	Western Publishing Company, Inc. School and Library Department 150 Parish Drive Wayne, New Jersey 07470	COPYRIGHT:	1969
		COST:	\$25.00
TIME REQUIRED:	2-4 hours	NUMBER OF PLAYERS:	7-13

OVERVIEW:

The participant is exposed to the basic features of an economic system. Each participant assumes the role of either a worker, farmer, or manufacturer. The game is divided into three rounds with each round subdivided into three phases--production, marketing, and consumption. Satisfaction points are earned by the consumption of food and manufactured goods. Points are greater if the goods consumed are in limited supply.

Variations of the basic game are provided, including the introduction of a fourth role, the mine owner who produces raw materials for the manufacturer. Additional variations are facilitated including the following components:

- (1) taxation,
- (2) government regulation of the economy, and
- (3) support and replacement of public goods (schools, road, and police protection)

TITLE: Executive Decision

GAME NUMBER: 15

AUTHOR: Unknown

PUBLISHER: 3-M Company
St. Paul, Minnesota

COPYRIGHT:

COST: \$8.95

TIME REQUIRED: 1 hour

NUMBER OF PLAYERS: 2-6 participants

OVERVIEW:

Executive Decision is a simulation designed to provide the participant the opportunity to experience top-level corporate management decision-making. The participant is assigned the role of a top-level executive with the responsibility to purchase new materials necessary for production efforts and selling the finished goods at the best market price. At the close of the twelve time periods (each represents one month), the participants convert all assets to cash and the participant with the most money wins.

The simulation director should review the decisions made by the participant with the most cash and compare alternative decisions and consequences. Repetitive use should allow the participant the opportunity to improve his decision-making ability.

TITLE:	The Firm	GAME NUMBER:	16
AUTHOR:	Cranmer, H. J.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	1968
		COST:	\$5.95 per booklet
TIME REQUIRED:	2 hours	NUMBER OF PLAYERS:	6-24 participants; 1-4 teams

OVERVIEW:

The participants are organized into teams for the purpose of providing participants the opportunity to experience the economic principles of running a business. Role assignments are made and rotation among roles is encouraged. The participants are responsible for making decisions regarding price, quantity, loans and repayments. The winning team is identified as the one with the greatest profit and return on profit.

TITLE: Five-Square GAME NUMBER: 17
AUTHOR: Unknown
PUBLISHER: Unknown COPYRIGHT: None
COST:

TIME REQUIRED: 15 minutes (average) NUMBER OF PLAYERS: 5 per group

OVERVIEW:

The purpose of the simulation is to provide the participants the opportunity to be involved in a group activity that necessitates each participant to be aware of all other participants' needs if the group's task is to be completed. This exercise is outstanding in sensitizing the participant's awareness of the needs of other people. The simulation can be repeated a number of times to improve the group's performance.

This simulation can be found in: Schmuck, R. A. and P. J. Runkel,
A Preliminary Manual for Organizational Training in Schools.

Or purchased from:

Dr. Jimmy G. Koeninger
Program Specialist, Distributive Education
Department of Vocational Education
University of Northern Colorado
Greeley, Colorado 80631

Cost: \$1.00

TITLE:	Foil	GAME NUMBER:	18
AUTHOR:	Unknown		
PUBLISHER:	3-M Company St. Paul, Minnesota	COPYRIGHT:	
		COST:	\$8.95
TIME REQUIRED:	1 hour	NUMBER OF PLAYERS:	2-4 participants

OVERVIEW:

Foill, a stimulating word game, tests the participant's ability to unscramble and form words. The game involves three rounds:

- (1) the participant forms words of at least four letters (Round One);
- (2) the participants rearrange their cards in an attempt to use as many as possible in forming words (Round Two); and (3) each participant unscrambles his own words and those of his opponents until the round is concluded (Round Three). Points are awarded for forming words and unscrambling opponent's words.

TITLE:	The Game of Life	GAME NUMBER:	19
AUTHOR:	Unknown		
PUBLISHER:	Milton Bradley Company Springfield, Massachusetts	COPYRIGHT:	
		COST:	\$6.00
TIME REQUIRED:	1 hour	NUMBER OF PLAYERS:	2-8 participants

OVERVIEW:

A board game based primarily upon chance as players proceed through "life" earning, investing, insuring, marrying, propagating, borrowing and repaying, gambling, and generally amassing a fortune. The winner is determined by the participant with the greatest amount of cash. Board movements are dictated by the Wheel of Fate.

TITLE: The Hollow-Square Puzzle

GAME NUMBER: 20

AUTHOR: Unknown

REPRODUCED IN: Schmuck, Richard A. and
Philip J. Runkel, A Preliminary
Manual for Organizational Training
in Schools

COPYRIGHT: Unknown

COST: Unknown

TIME REQUIRED: 1 - 1 1/2 hours NUMBER OF PLAYERS: 6-24 participants
1-4 teams

OVERVIEW:

This exercise focuses upon the problems of using a formal hierarchy in group problem solving; more specifically, this exercise simulates the problems that occur when one team plans something for another team to carry out. Participants can learn about the processes of team planning, problems of communication between a planning group and an implementing group, and the problems with which an implementing group must cope when carrying out a plan it did not make itself.

The exercise is carried out by clusters of ten or eleven persons. Each cluster is divided into three sub-groups. Four persons serve as "planners," four as "operators," and the remaining two or three as observers. The planners first have a conference to decide how they will instruct the operators to do the task and the operators then carry through the task as best they can while the observers watch the process, making notes of the efficiencies and difficulties.

If you are unable to locate the above publication, a copy of The Hollow-Square Puzzle can be acquired by sending \$1.00 to Dr. Jimmy G. Koeninger

Program Specialist, Distributive Education
Department of Vocational Education
University of Northern Colorado
Greeley, Colorado 80631

TITLE: Hollywood Squares

GAME NUMBER: 21

OVERVIEW:

The teacher-coordinator should view the T.V. game Hollywood Squares if he is unfamiliar with the game format. The game is similar to the game of Tic-Tac-Toe. The participants attempt to place 3 X's or O's in a straight vertical, horizontal, or diagonal position. However, the participant's symbol (X or O) can only be placed if he can listen to a question and determine if a respondent's answer is correct or incorrect. If the participant agrees or disagrees with the response, and is correct in his judgment, he may place his symbol in any of the spaces.

This game is an excellent technique for reviewing an instructional unit and to use competitive spirit to enhance learning.

TITLE:	The Information Game	GAME NUMBER:	22
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1969
		COST:	\$75.00
TIME REQUIRED:	1-2 hours	NUMBER OF PLAYERS:	No limit

OVERVIEW:

The game allows each participant the opportunity to experience the communication roles of receiver and sender. Participants are seated around a table and provided a set of blocks and sticks and a cardboard shield. The simulation director begins the game by reading building instructions to one of the participants who is free to ask questions, then arranges his blocks and sticks according to the instructions. The first participant instructed turns to the person seated beside him and instructs him. The process is repeated around the table until all have received the instructions. The participants then arrange their blocks and sticks behind the cardboard shields. Upon completion, the participants remove their shields and determine where communication breakdowns are observable. Five exercises are provided to emphasize communication concepts.

TITLE:	International Trade	GAME NUMBER:	23
AUTHOR:	Cranmer, H. J.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	1968
		COST:	\$5.95 per booklet
TIME REQUIRED:	2 hours	NUMBER OF PLAYERS:	6-24 participants; 1-4 teams

OVERVIEW:

In this game, competitive importers and exporters seek profits from trade. The process improves the welfare of the two areas involved because, after trading, each area has more of each commodity than individual resources could have produced. In working for their own gain, traders stimulate international trade. In later rounds, additional conditions show the effects of tariffs and balance of payments on the volume and extent of trade.

The team with the highest combined satisfaction points (both areas), as shown by the Satisfaction Charts, wins the game.

Members of a team play roles in International Trade. There are a U. S. importer and a Common Market exporter of one product, and a Common Market importer and a U. S. exporter of another. There are two bankers--making a total of six roles.

TITLE: Jeopardy

GAME NUMBER: 24

AUTHOR:

PUBLISHER:

COPYRIGHT:

COST:

TIME REQUIRED:

NUMBER OF PLAYERS:

OVERVIEW:

	Retailing	Wholesaling	Advertising	Marketing	Display
<p>The answers are covered until the category and amount are called for. Lift up flaps revealing 3 x 5 cards.</p> <p>You need a referee and scorekeeper</p>	\$10	\$10	\$10	\$10	\$10
	\$20	\$20	\$20	\$20	\$20
	\$30	\$30	\$30	\$30	\$30
	\$40	\$40	\$40	\$40	\$40
	\$50	\$50	\$50	\$50	\$50
	\$60	\$60	\$60	\$60	\$60
	\$70	\$70	\$70	\$70	\$70
	\$80	\$80	\$80	\$80	\$80
	\$90	\$90	\$90	\$90	\$90
	\$100	\$100	\$100	\$100	\$100

Four teams are made up consisting of five students each. The teams are grouped together in a circle for quick discussion. The first team gets to chose the category and amount. The teacher or referee exposes (and reads) the "answer." (In Jeopardy the answer is given and the contestant supplies the appropriate question.) After the answer is exposed, each team has 15 seconds to respond to a question. Any member on the team can respond --

the first person to stand can give their question; if it is right, the team receives the points, and that person chooses the next category and amount. If the question is wrong, then points are deducted and the next person to stand (from one of the other three teams) has another opportunity to answer, and so on, until the question is correctly stated.

The higher priced questions would be more difficult.

<u>Amount/Category</u>	<u>Sample Answers</u>	<u>Appropriate Question</u>
\$40 Advertising	"logotype"	What layout element indicates the store's signature?
\$100 Retailing	"caveat emptor"	What is the expression that means "let the buyer beware"?
\$50 Display	"informal balance"	What type of balance has the most attention-getting ability?

This could be used to review a unit, to refresh the basics of the course, in preparation for a comprehensive test. The team that accumulates the greatest dollar total is the winner.

TITLE:	Job Experience Kits	GAME NUMBER:	25
AUTHOR:	Crumboltz, John D.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	
		COST:	
TIME REQUIRED:	No limit	NUMBER OF PLAYERS:	No limit

OVERVIEW:

The kits stimulate interest in vocational exploration by allowing students to try out realistic work problems--to do tasks like those they would find on the job. Simulated work experiences are presented for twenty occupations.

Twenty individual kits are packaged in one large box. They include eight jobs not requiring education beyond high school, eight calling for some post high school training, and four for which college is necessary. The kits are: Accountant, Automobile Mechanic, Beautician, Designer, Electronic Technician, Elementary School Teacher, Lawyer, Librarian, Medical Technologist, Motel Manager, Police Officer, Salesperson, Secretary, Truckdriver, Veterinarian, X-Ray Technician, Appliance Serviceman, Carpenter, Draftsman, and Plumber.

TITLE:	Life Career	GAME NUMBER:	26
AUTHOR:	Boocock, Sarane S.		
PUBLISHER:	Western Publishing Company, Inc. School and Library Department 150 Parish Drive Wayne, New Jersey 07470	COPYRIGHT:	1969
		COST:	\$35.00

TIME REQUIRED:	1-6 hours	NUMBER OF PLAYERS:	2-4 players per team
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OVERVIEW:

The participants in Life Career will be afforded the opportunity to make plans for their future with regard to occupation, education, and marriage. Following instruction, the participants will be able to:

- (1) describe how the life cycles of men and women are patterned, including the kinds of career decisions that persons in our society must make at various points in their lives;
- (2) describe the way in which decisions about occupations, education, family life, and the use of leisure time are interrelated (for example, the education a person gets affects what kinds of jobs he can obtain, and the kind of person he marries. And the decisions a person makes at one point in his life affect his opportunities at later points);
- (3) describe what factors affect a person's success and satisfaction with his education, his job, his marriage, and his free time;
- (4) describe what kinds of educational and occupational opportunities are open to individuals with varying sets of personal characteristics, and how to locate and use reference materials which contain this type of information.

TITLE: The Listening Game

GAME NUMBER: 27

AUTHOR: Unknown

PUBLISHER: Training Development Center
2 Pennsylvania Plaza
New York, New York 10001

COPYRIGHT:

COST:

TIME REQUIRED: 1 hour

NUMBER OF PLAYERS: 6-24 participants

OVERVIEW:

The concept of selective perception is demonstrated in this unique simulation. The participants are exposed to an audio-taped conversation. Prior to listening to the tape, the simulation director distributes six sets of instructions which are different to participants who think the instructions are identical. The participants listen to the same conversation, answer questions, and compare answers. Post-game discussion affords the participants the opportunity to observe the effect of mental sets.

TITLE: Low Bidder GAME NUMBER: 28
AUTHOR: Park, William R.
PUBLISHER: Entelek, Incorporated COPYRIGHT: 1964
42 Pleasant Street
Newburyton, Massachusetts 01950 COST: \$10.00
TIME REQUIRED: 1-2 hours NUMBER OF PLAYERS: 2-24 participants

OVERVIEW:

Low Bidder provides the participants the opportunity to experience conditions confronting industry executives in contract bidding. The participants must select low-demand jobs, estimate markup, and prevent competitive cut-throat tactics. The participants are provided the same capital, contract bidding opportunities, and are required to pay operating expenses. The winner is determined by the participant with the greatest amount of accumulated profit.

TITLE: The Lumberyard Game GAME NUMBER: 29
AUTHOR: Unknown
PUBLISHER: Training Development Center COPYRIGHT: 1969
2 Pennsylvania Plaza
New York, New York 10001 COST: \$75.00
TIME REQUIRED: 1-2 hours NUMBER OF PLAYERS: 2-24 participants
1-12 teams

OVERVIEW:

This game provides the participant the opportunity to experience a supervisory task in which a supervisor must train an employee both expediently and accurately. The participants are organized into teams consisting of one supervisor and one employee. The most outstanding supervisor is determined by the employee's efficiency and accuracy in accomplishing the task being taught.

TITLE: Managing Your Money

GAME NUMBER: 30

AUTHOR: Unknown

PUBLISHER: Cuna Mutual Insurance Society

COPYRIGHT:

P. O. Box 391

Madison, Wisconsin 53701

COST: \$6.00

TIME REQUIRED: Varies, but could be kept to one class period

NUMBER OF PLAYERS: 2-6 participants

OVERVIEW:

A board game designed to simulate experiences of:

- (1) earning a salary
- (2) borrowing from a credit union
- (3) making payments and paying interest
- (4) saving in the credit union
- (5) suffering financial losses (which could be avoided or lessened by the purchase of insurance)
- (6) receiving windfalls

Each player receives a loan to begin and play continues until one player has repaid his, plus having another \$2,000 in share-savings deposited in the credit union. Players have the opportunity to "buy" a vocation. This enables him to earn a salary (no workee--no earnee) each time around the board and collect a fee from players when they land on his employment square. An employment certificate is given which may be returned and tuition paid to the technical school to up-grade the occupation for a better salary and higher fees. Insurances are relatively inexpensive to avoid or reduce possible financial losses. "Good times" and "hard times" each occupy one side of the board (but may be entered only by landing on a certain square). To emphasize the effects of these situations, only one die is cast each turn when the player travels this route. Any player who is \$10,000 in debt is declared bankrupt and must drop out of the game.

TITLE: Manufacturing Management Simulation GAME NUMBER: 31

AUTHORS: Douglas D. McNair and Alfred P. West, Jr.

PUBLISHER: Simulated Environments, Incorporated COPYRIGHT: 1968
3401 Market Street
Philadelphia, Pennsylvania 19104 COST: \$750.00

TIME REQUIRED: 1 1/2 - 2 hours NUMBER OF PLAYERS: 8-60 participants;
divide into teams

OVERVIEW:

The purpose of the simulation is to develop decision-making skills and expose the participants to management theory. Management roles are assigned within the manufacturing firm and teams formed to compete. Maximization of profits, minimization of costs, and labor relation stabilization are factors which determine the successful management team.

The team approach and competitive aspect among teams enhances the simulator's effectiveness. Although a data base is provided, the participants are allowed total freedom within their role assignments. The nature of the decision-making activities demands knowledge, understanding, skill in applying theory to practice, rapid decision-making ability, and a competitive spirit.

TITLE:	Market	GAME NUMBER:	32
AUTHOR:	Unknown		
PUBLISHER:	Benefic Press 10300 West Roosevelt Road Westchester, Illinois 60153	COPYRIGHT:	1971
		COST:	\$50.00
TIME REQUIRED:	5 hours	NUMBER OF PLAYERS:	4-24 participants; 1-6 teams

OVERVIEW:

Market is designed to provide the participant the opportunity to experience economic principles of supply and demand. The participants are organized into teams -- retailers and consumers -- with two participants per team. A retailing team is the winner when they earn the most profit by selling food cards. The more food cards sold at competitive prices the greater the chance of winning. The winning consumer team must purchase food cards at lower competitive prices than other teams to complete their Shopping Board, while completing requirements for the six dinner meals. Repeated administration of the game is recommended to allow participants the opportunity to improve their purchasing ability.

TITLE: The Market GAME NUMBER: 33

AUTHOR: Cranmer, H. J.

PUBLISHER: Science Research Associates COPYRIGHT: 1968
259 East Erie Street
Chicago, Illinois 60611 COST: \$5.95
per booklet

TIME REQUIRED: 2 hours NUMBER OF PLAYERS: 6-24 participants;
1-4 teams

OVERVIEW:

The Market focuses upon a basic economic concept -- supply and demand -- and depicts the manner in which prices are established. In this game, the participants find themselves living away from home with all expenses paid. The participants are only responsible for acquiring books, sweaters, records, and incidentals. The participant represents himself and ninety-nine other imaginary young people who are given an allowance for each period of the game. They may spend all their allowance or save a portion of it. The team with the greatest number of utility points is the winner.

TITLE: Monopoly GAME NUMBER: 34
AUTHOR: Unknown
PUBLISHER: Parker Brothers, Incorporated COPYRIGHT:
Salem, Massachusetts 01970
COST:
TIME REQUIRED: 1-3 hours NUMBER OF PLAYERS: 2-6 participants

OVERVIEW:

Monopoly simulates the activities involved in buying, renting, or selling real estate. This is an alternative to open a unit on investments, banking, etc. The vocabulary terms can be used as report topics. The students are forced to use strategy in real estate purchasing, trading, and improvements. Actual bargaining takes place in which the student is confronted with choice making. Discussions could be conducted following the game as to why certain decisions were made and the outcomes of those decisions.

Objectives for using Monopoly as an instructional activity might include:

- (1) Given the alternatives to buy or not to buy property, houses, or hotels, the student will demonstrate his ability in decision making by actually making those decisions.
- (2) The student will be able to define orally or in writing the following vocabulary words: mortgage, title deed, script, bank, real estate, property, rent, taxes, salary, options, unimproved lots, bonus, bankrupt, borrow, and lend.
- (3) At any given time while playing Monopoly, the student will be able to compute his financial standing.
- (4) The student will be able to figure percentages.

TITLE: Mulberry GAME NUMBER: 35
AUTHOR: Unknown
PUBLISHER: Paul S. Amedon & Associates, Inc. COPYRIGHT: Unknown
5408 Chicago Avenue, South
Minneapolis, Minnesota 55417 COST:
TIME REQUIRED: No limit NUMBER OF PLAYERS: Unlimited

OVERVIEW:

Mulberry is a simulation of an urban renewal project in one community. Participants play the roles of citizens, city officials, and professional planners. The problem is to devise a political solution that can combine the use of federal monies, local governmental planning, and private development, but still meet the needs and insure the rights of citizens who may be affected by the project.

Suggested simulation objectives are:

- (1) The student will be able to work with his group to acquire land by preparing documents to the Mulberry Community Development Authority for adoption.
- (2) After reading the instructions for Mulberry, the student will be able to select a role and perform tasks related to it.

TITLE:	The National Economy	GAME NUMBER:	36
AUTHOR:	Cranmer, H. J.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	1968
		COST:	\$5.95 per booklet
TIME REQUIRED:	2 hours	NUMBER OF PLAYERS:	2-24 participants; 1-12 teams

OVERVIEW:

This game is concerned with the development of a hypothetical national economy in which the government is assumed to be completely inactive. Policy decisions are made by the business community which, for simplicity's sake, is grouped into three separate segments producing three kinds of goods: consumer, luxury, and producer goods. Each group sends representatives to a top-level council of businessmen, which studies the economy and recommends to the respective groups an investment policy (specifically, amounts to be invested) that will maintain full employment without inflation.

Success of an industry group is determined by a point-scoring system. The group with the greatest number of points is the winner.

TITLE:	The Nesting Boxes Game	GAME NUMBER:	37
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1969
		COST:	\$75.00
TIME REQUIRED:	1 hour	NUMBER OF PLAYERS:	4-24 players; 1-6 teams

OVERVIEW:

This game is structured basically the same as The Supply and Demand Game.

The participants are divided into teams which simulate a factory. The teams, or factories, compete to earn the greatest number of points by producing a product -- sets of nested boxes. Production is scheduled within a specified time period and the participants experience both scheduled and unscheduled obstacles in their production activities. The game allows the participants the opportunity to:

- (1) plan, schedule, direct and control the three basic production components -- labor, equipment and raw materials.
- (2) plan, schedule, direct and control inventory demands with varied amounts of time, physical and human resources, and consumer demand.
- (3) identify and evaluate the most effective production techniques employed in this game and relate this knowledge to on-the-job experiences.

TITLE: Password GAME NUMBER: 38
AUTHOR: Unknown
PUBLISHER: Milton Bradley Company COPYRIGHT:
Springfield, Massachusetts
COST: \$8.00
TIME REQUIRED: No limit NUMBER OF PLAYERS: 4 participants or
2 teams

OVERVIEW:

Password is an excellent competitive vocabulary building exercise. The game is not necessary to purchase if the teacher-coordinator is familiar with the game procedure and scoring system of this popular television game. Individual participants can be selected from the class or the class may be divided into two or more teams for team competition. The game idea is attractive since it requires little preparation or extra equipment. The teacher-coordinator should consider:

- (1) using the password game as a vocabulary review technique on a continuous competitive basis, and
- (2) the word when guessed must also be defined accurately if the total amount of points are to be granted.

TITLE:	The Performance Game	GAME NUMBER:	39
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1969
		COST:	\$75.00
TIME REQUIRED:	1-3 hours	NUMBER OF PLAYERS:	6-24 participants; 2-8 groups

OVERVIEW:

The participants are organized into three-man teams composed of one supervisor and two employees. The teams are assigned a task, sign painting, and are concerned with qualitative and quantitative standards. Performance evaluations, self-evaluation and team member's evaluation are conducted. The gaming activities allow each participant the opportunity to:

- (1) conduct a job analysis
- (2) develop job performance criteria for evaluative purposes
- (3) compare job performance criteria with other team members
- (4) conduct and participate in a performance appraisal interview
and to receive an interview critique by an observer

TITLE:	Probe	GAME NUMBER:	40
AUTHOR:	Unknown		
PUBLISHER:	Parker Brothers, Incorporated Salem, Massachusetts 01970	COPYRIGHT:	1964
		COST:	\$7.95
TIME REQUIRED:		NUMBER OF PLAYERS:	

OVERVIEW:

The game Probe can be used effectively to teach terminology and spelling in the various areas of marketing. The participant selects a word and places the letters of the word face down on the card rack. The other participants attempt to guess the word, letter by letter. Any words could be selected, however, the teacher-coordinator may wish to delimit the words to a specific unit of instruction, e.g., advertising. Words which may be chosen in the area of advertising might include: logotype, signature, flex-form, retail, newspaper, door-to-door, etc. A suggestion: Points could be granted to the person who guessed the word correctly if he can properly define the word. The participant who accumulates the greatest number of points would be the winner.

Tournaments or continuing games could be arranged to maintain class interest.

General Objective: To encourage a competitive, enjoyable, instructional activity to assist in the learning process.

Specific Objective: To achieve competency in word identification, spelling, and word definition in the area chosen by the teacher-coordinator.

TITLE: The Problem-Solving Game GAME NUMBER: 41
AUTHOR: Unknown
PUBLISHER: Training Development Center COPYRIGHT:
2 Pennsylvania Plaza
New York, New York 10001 COST: \$50.00
TIME REQUIRED: 1-2 hours NUMBER OF PLAYERS: 4-24 participants;
2-6 teams

OVERVIEW:

A series of increasingly difficult timed problems are experienced by the participants. The concepts involved in this simulation are: the nature of problem solving, and interpersonal relations. The opportunity to win is enhanced when group solutions are pursued, thus demonstrating the importance and effectiveness of group problem solving as compared to individual problem solving.

TITLE: Projects for Leadership Development GAME NUMBER: 42
AUTHOR: Unknown
PUBLISHER: National Association of Distributive COPYRIGHT:
 Education Teachers
 COST:

TIME REQUIRED: approximately NUMBER OF PLAYERS: 6 minimum
 4 weeks

OVERVIEW:

The manual is divided into three different projects, each involving a greater degree of group dynamics. Included are the following items: teacher instruction sheets, possible questions which may confront the teacher and the author's suggested answers, author's logic for development, and the necessary student materials for implementation. Subject matter is sales and marketing. Production of the manual was to meet the need for sensitivity for feelings of other human beings and also the development of leadership skills. An underlying theme was the strengthening of self-concept.

Suggested Behavioral Objectives:

Given particular situations, each student will be able to evaluate group work as well as their own individual work in terms of group efforts based on criteria established by the members or instructor.

Given an opportunity for the group to predict the feelings of each of its members, each student will be able to experience empathy and feedback for all members through discussion and completion of the evaluation form duplicating the group member's self-evaluation.

Given an "outside" individual's viewpoint concerning the group work in general, each student will be able to express pride, loyalty, and/or competitive feeling towards the group work by means of outward reactions to the individual's evaluation.

Given a particular situation, each student will be able to demonstrate their discussion ability by actively participating and allowing others to participate.

Given a particular situation, each group member will be able to evaluate the group techniques involved in terms of cooperativeness and success in achieving the particular goal.

Given a particular situation, each student will be able to evaluate the techniques of effective discussion as applied in his or her particular situation based on such criteria as cooperativeness and success in achieving the particular goal.

Given a group situation in which a person will be expressing an unpopular viewpoint, each student in the group will illustrate the degree of pressure placed on the individual by orally expressing his or her reaction to the individual.

Based on each student's evaluation of the unpopular viewpoint, each student will be able to identify their reason for such reaction and the possible consequence in terms of the human relation element of the group.

TITLE:	Quaker Supermarket Management Decision Game	GAME NUMBER: 43
AUTHOR:	Unknown	
PUBLISHER:	The Quaker Oats Company Customer Programs Department Merchandise Mart Plaza Chicago, Illinois 60654	COPYRIGHT: COST:
TIME REQUIRED:	6-8 hours	NUMBER OF PLAYERS: 5 (minimum) no maximum

OVERVIEW:

The game is primarily an on-the-job training situation. It is to give the participants a better understanding of the supermarket operation. The game attempts to duplicate actual situations. The participants make decisions involving prices, inventory, advertising, specials, hiring, and firing, etc. In its present form, the game requires the use of IBM equipment, for printouts and answers from the company.

The participants are provided the opportunity to:

- (1) determine what prices to set for each commodity;
- (2) decide how much to order for each department;
- (3) determine what specials to feature;
- (4) decide how much to spend on advertising;
- (5) determine who to employ; and
- (6) determine who to fire.

TITLE: RSVP GAME NUMBER: 44
AUTHOR: Unknown
PUBLISHER: Selchow and Righter Company COPYRIGHT:
200 Fifth Avenue
New York, New York 10010 COST: \$6.00
TIME REQUIRED: 30 minutes NUMBER OF PLAYERS: 2 participants

OVERVIEW:

A three-dimensional crossword game played on an upright board with 75 playing cubes. An alternative method with Scrabble, Probe, Foil, and others for vocabulary building and/or vocabulary review. Words used should also be properly defined prior to granting points.

TITLE:	Scarcity and Allocation	GAME NUMBER:	45
AUTHOR:	Cranmer, H. J.		
PUBLISHER:	Science Research Associates 259 East Erie Street Chicago, Illinois 60611	COPYRIGHT:	1968
		COST:	\$5.95 per booklet

TIME REQUIRED:

NUMBER OF PLAYERS:

OVERVIEW:

The game is about a group of people that are shipwrecked on a desert island that is abundant with food and game. No modern conveniences were salvaged from the wreck. The main emphasis of the game is for the group to utilize their time in such a way that all of the efforts for survival are fulfilled and some time may be afforded to recreation or the development of better tools to lessen their toil in getting the job done of gathering fish, game and farmed foods.

The objectives of the game are for the groups to be able to adopt the economic concept of unlimited human wants vs. limited resources. The problem that the groups must solve is to make choices as to what to produce, how much to produce, and when to produce these goods. The anticipated goal of the game is for the groups to develop tools they will need to lessen their tasks. To determine success, the participant who accumulates the greatest amount of "saved" hours and the number of hours needed to provide his daily food supply.

TITLE: Scrabble GAME NUMBER: 46

AUTHOR:

PUBLISHER: Selchow and Righter Company COPYRIGHT:
200 Fifth Avenue
New York, New York 10010 COST:

TIME REQUIRED: 1-2 hours NUMBER OF PLAYERS: 2-24 participants
2-12 teams

OVERVIEW:

This game consists of forming interlocking words, cross-word fashion on the Scrabble Board using those lettered tiles each player possesses. Each player will possess seven lettered tiles before he takes his turn. As he takes his turn he tries to make as many points possible utilizing his letters in the best combinations and locations on the board. The player replaces each tile he uses in forming a word with another tile that comes from the spare tile bank. This game is very similar to a cross-word puzzle except that the words are formed with wooden tiles, with printed letters and point values on them.

Scrabble is an excellent vocabulary builder or vocabulary review technique. The point system could be modified granting bonus points for words in the field of marketing and/or specific unit words. Rather than using the small game board, use the classroom wall.

TITLE:	The Sticks and Stones Game	GAME NUMBER:	47
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1969
		COST:	\$75.00
TIME REQUIRED:	1-2 hours	NUMBER OF PLAYERS:	No limit; 3-4 per team

OVERVIEW:

The participants are divided into unsupervised groups which compete in the construction of a stick platform to support a stone. The group objective of the game is to build the most effective platform in the least amount of time. The simulation lends evidence to the need for a supervisory level in a group setting which involves a task to be performed. In addition, the qualities and skills of an effective leader and concepts of effective supervision can be contrasted with pre-game views.

TITLE: Stocks and Bonds GAME NUMBER: 48
AUTHOR: Unknown
PUBLISHER: 3-M Company COPYRIGHT:
St. Paul, Minnesota COST: \$8.95
TIME REQUIRED: 1 hour NUMBER OF PLAYERS: 2-8 participants

OVERVIEW:

Stocks and Bonds allows the participant the opportunity to buy and sell stocks and bonds for the purpose of accumulating the greatest wealth. The wealthiest participant wins the game. The participants are given a \$5,000 capital to invest in the game's securities over a period of ten years (rounds).

The simulation director should review the decisions made by the wealthiest participant (the winner) and compare alternative decisions and consequences. Repetitive use should allow the participant the opportunity to improve his knowledge, understanding, and skill in buying and selling stocks and bonds.

TITLE: Supervisor's Survival Kit GAME NUMBER: 49

AUTHOR: Chapman, E. N.

PUBLISHER: Science Research Associates COPYRIGHT: 1970
259 East Erie Street
Chicago, Illinois 60611 COST:

TIME REQUIRED: 1 hour per NUMBER OF PLAYERS: No limit
mini-game

OVERVIEW:

The Supervisor's Survival Kit is comprised of mini-games which involve role-playing techniques and content materials related to the mini-game.

Two class periods are to present the content material (first period) and to administer the mini-game followed by a discussion session (second period).

Topics presented include:

- Getting Results Through People
- The Supervisor-Employee Relationship
- Delegate More-Worry Less
- Walk In Smiling
- The Formal Appraisal
- Supervisors Are Also Teachers
- The Female Supervisor
- Doing Your Own Thing--Together

TITLE:	The Supply and Demand Game	GAME NUMBER:	50
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	1971
		COST:	\$50.00
TIME REQUIRED:	1 hour	NUMBER OF PLAYERS:	4-24 players; 1-6 teams

OVERVIEW:

The participants are divided into teams which simulate a factory. The teams, or factories, compete to earn the greatest number of points by producing a product -- sets of nested boxes. Production is scheduled within a specified time period and the participants experience both scheduled and unscheduled obstacles in their production activities. The game allows the participants the opportunity to:

- (1) plan, schedule, direct and control the three basic production components -- labor, equipment and raw materials.
- (2) plan, schedule, direct and control inventory demands with varied amounts of time, physical and human resources, and consumer demand.
- (3) identify and evaluate the most effective production techniques employed in this game and relate this knowledge to on-the-job experiences.

TITLE: Trade and Develop GAME NUMBER: 51
AUTHOR: Unknown
PUBLISHER: Academic Games Associates, Inc. COPYRIGHT:
430 East 33rd Street
Baltimore, Maryland 21218 COST: \$4.00
TIME REQUIRED: 30-45 minutes NUMBER OF PLAYERS: 6-10 participants

OVERVIEW:

This game simulates the process by which nations develop their economies through a series of economic decisions. The purpose of the game is to give the players an intuitive understanding of this process and of certain fundamental concepts of economics. Each player represents a country in an early stage of development. His goal is to give his country the highest possible standard of living, measured in 'consumption credits.' Differences between countries in the productivity of each sector encourage trade. As capital is invested in each sector, that sector's labor productivity is increased.

TITLE: Transaction GAME NUMBER: 52
AUTHOR: Unknown
PUBLISHER: Entelek, Incorporated COPYRIGHT:
42 Pleasant Street
Newburyton, Massachusetts 01950 COST: \$10.00
TIME REQUIRED: No limit NUMBER OF PLAYERS: 1-5 participants

OVERVIEW:

The participant learns about the securities market by simulating the buying and selling of stocks. The data given on the game board is the actual movements of a real stock issue. With the game sheets, the stock movement is revealed one period at a time. The participants decide whether to buy or sell their stocks before they are exposed the next graph. As soon as the transactions are completed, the next information is revealed and further trading continues. Occasionally news items are introduced--giving a new bit of information about the company, the market, or world conditions that possibly could cause the stock to fluctuate. In addition, the participant has access to a chart that shows other market indicators that a knowledgeable market analyst would use as additional information. Some of these indicators are "lead" indicators and some are "lagging" indicators. By observing the effect on the stocks, all the factors can be analyzed as to their significance, if any. The individual or team making the most money is the winner.

TITLE: Trip Across the Moon GAME NUMBER: 53

AUTHOR: Hall, Jay

REPRODUCED IN: Schmuck, Richard A. and COPYRIGHT: Unknown
Philip J. Runkel, A Preliminary
Manual for Organizational Training COST: Unknown
in Schools

TIME REQUIRED: NUMBER OF PLAYERS:

OVERVIEW:

The game is used to demonstrate the processes by which the resources brought to a group by its individuals come to be used or fail to be used by the group in solving a problem or performing a task. It is especially useful in showing that when groups function effectively, they perform better than if the individuals had worked separately.

The moon exercise asks the participants to imagine themselves to be members of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Because of mechanical difficulties, however, the imaginary ship was forced to land at a spot some 200 miles from the rendezvous point. During the landing, much of the equipment aboard was damaged, and since survival depends upon reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. The participants are given sheet of paper listing fifteen items presumably left intact and undamaged after landing. The task in each problem-solving group is to rank-order the fifteen items according to their importance in helping the crew to reach the rendezvous point.

If you are unable to locate the above publication, a copy of Trip Across the Moon can be acquired by sending \$1.00 to Dr. Jimmy G. Koeninger

Program Specialist, Distributive Education
Department of Vocational Education
University of Northern Colorado
Greeley, Colorado 80631

TITLE:	Wheel and Deal	GAME NUMBER:	54
AUTHOR:	Unknown		
PUBLISHER:	Cadaco, Incorporated 310 West Polk Street Chicago, Illinois 60607	COPYRIGHT:	Unknown
		COST:	Unknown
TIME REQUIRED:	1 hour	NUMBER OF PLAYERS:	2-6 participants

OVERVIEW:

The participants are offered opportunities to purchase a variety of properties--home, airline, radio station, motel, etc. Participants receive regular salaries, stock dividends, and pay income taxes. The participants proceed by the roll of dice with board movements offering unexpected events, e.g., court costs, racketeer encounters, medical expenses, etc. The winner is determined by the last remaining participant.

TITLE:	Wheels	GAME NUMBER:	55
AUTHORS:	M. E. Jordan and J. W. Murphy		
PUBLISHER:	Paul S. Amedon & Associates, Inc. 5408 Chicago Avenue, South Minneapolis, Minnesota 55417	COPYRIGHT:	1970
		COST:	
TIME REQUIRED:	2-4 hours	NUMBER OF PLAYERS:	1 minimum No maximum

OVERVIEW:

Wheels is designed to provide the participants the opportunity to purchase an automobile and to maintain that purchase for a period of twelve months. The participant not only is involved in the purchase decision, but also determines the method of financing, kind of insurance protection, and provision for running expenses. As the simulation progresses, the participant encounters unexpected events including automobile accidents.

The simulation can be administered with or without the use of a computer.

Following the instructional unit, the participant should be able to:

- (1) Exercise his freedom of choice in making a purchase so that he maximizes his personal satisfaction and attains the highest level of living possible.
- (2) Plan his spending so as to provide for necessities before making purchases of fleeting value.
- (3) Discover that the sum total of his expenditures is limited by his current income or the amount that he can borrow and safely repay from future income.

TITLE: The Wood Blocks Game GAME NUMBER: 56
AUTHOR: Unknown
PUBLISHER: Training Development Center COPYRIGHT: 1969
2 Pennsylvania Plaza
New York, New York 10001 COST: \$75.00
TIME REQUIRED: 1 1/2 hours NUMBER OF PLAYERS: 16 maximum

OVERVIEW:

The purpose of the simulation is to provide the participant with insight regarding his own goal-setting behavior. Repetitive plays of the game allow the participant to evaluate the influence of the achievement motive on his own behavior and the effect of supervision modes on group morale and productivity.

Two basic understandings of goal-setting behavior are facilitated by participating in this game:

- (1) the importance of establishing realistic goals for self and others.
- (2) the necessity of involving others if you are to establish goals which affect them.

TITLE:	The Writing Game	GAME NUMBER:	57
AUTHOR:	Unknown		
PUBLISHER:	Training Development Center 2 Pennsylvania Plaza New York, New York 10001	COPYRIGHT:	Unknown
		COST:	\$75.00
TIME REQUIRED:	1 hour	NUMBER OF PLAYERS:	3-24 participants

OVERVIEW:

The skills of effective writing are applied to business memo preparation in this game. The participants are exposed to an interdepartmental personnel hiring conflict. Each participant writes a memo to the personnel manager from his supervisor's point of view. Memos are transmitted across departmental lines, the Writing Skills Inventory criteria applied, participants receive their scores and edited memos, and a division follows emphasizing effective memos.

"OTHERS"

A number of simulations and games are available that this writer does not feel are appropriate for the secondary Distributive Education program. This list includes a number of simulation packages and games that are too advanced for secondary students; however, if the teacher-coordinator is involved with an extremely talented group, he may wish to write the publisher for additional information. In some instances, computer facilities are required that would not be easily accessible. If the teacher-coordinator is instructing an advanced class -- secondary, postsecondary, and/or adult -- many of the games listed would provide excellent learning experiences for his students.

The publishers' addresses can be found in the section of this guidebook entitled "Publishers of Simulations and Games."

The Action Corporation	Ronald Press Company 79 Madison Avenue New York, New York
Automobile Dealer Management Decision-Making Simulation Automobile Dealer Simulation	John Rath 300 Prentis Building Wayne State University Detroit, Michigan 48202
The Business Policy Game	Appleton-Century-Croftis 440 Park Avenue South New York, New York 10016
Decision-Making	Science Research Associates 259 East Erie Street Chicago, Illinois 60611
Executive Action Simulation	Prentice-Hall, Inc. Englewood Cliffs, New Jersey
Executive Simulation Game	William D. Hefer College of Business Administration Arizona State University Tempe, Arizona 85281
Grievance Handling	Science Research Associates 259 East Erie Street Chicago, Illinois 60611
Management Decision Simulation	McGraw-Hill Book Company
The Management Game	McMillan Company 866 Third Avenue New York, New York 10022
Management Simulation and Seminar	Western Center 9400 Culver Blvd. Suite 206 Culver, California 90230
Management for Supervisors	Didactic Systems, Inc. Box 500 Westbury, New York 11590

Market Plan	Hanan & Son, Management Consultants P.O. Box 1234 Grand Central Station New York, New York 10017
Personnel	Science Research Associates
Purdue Supermarket Management Game	Educational Methods, Inc. 20 East Huron Street Chicago, Illinois 60611
Sales Promotion	Didactic Systems, Inc. Box 500
Sales Strategy	Westbury, New York 11590
Sell	Simulated Environments, Inc. 3401 Market Street Philadelphia, Pennsylvania 19104
Simulation of Life Insurance Decisions	Metropolitan Life Insurance Co. One Madison Avenue New York, New York 10010
Supervisory Skills	Science Research Associates
Venture	The Proctor and Gamble Company P.O. Box 599 Cincinnati, Ohio 45201

DIRECTORIES

PUBLISHERS

ACO Games
1208 East Market Street
Charlottesville, Virginia

Academic Games Associates
430 East 33rd Street
Baltimore, Maryland 21218

Academic Games Project
Division of South Florida
Education Center
3600 S.W. 70th Street
Ft. Lauderdale, Florida 33310

American Institute for Research
P.O. BOX 1113
Palo Alto, California 94302

Appleton-Century-Crofts
Programming Department
440 Park Avenue South
New York, New York 10016

Arizona DECA
1333 West Camelback Road
Suite 115
Phoenix, Arizona 85013

Atech Enterprises, Inc.
9 Hicks Street
North Amityville, NY 11701

The Avalon Hill Company
4517 Harford Road
Baltimore, Maryland 21214

Benefic Press
10300 West Roosevelt Road
Westchester, Illinois 60153

Cadaco, Inc.
310 West Polk Street
Chicago, Illinois 60607

Center for Vollarorative Learning
Media Packages
Wellesley Public Schools
Phillips School
Wellesley Hills

Championship Games, Inc.
68 Church Lane
Westport, Conn. 06880

Computer Games, Inc.
P.O. Box 544
Chicago Heights, Illinois 60411

Creative Playthings
Princeton, New Jersey

Cuna Mutual Insurance Society
P.O. Box 391
Madison, Wisconsin 53701

Educational Development Center, Inc.
55 Chapel Street
Newton, Mass. 02158

Educational Progress Corporation
8538 East 41st Street
Tulsa, Oklahoma 74145

Entelek, Inc.
42 Pleasant Street
Newburyport, Mass. 01950

Games Central
c/o Abt Associates, Inc.
55 Wheeler Street
Cambridge, Mass. 02138

Games Research Inc.
45 Wareham Street
Boston, Mass. 02118

Interact
P.O.Box 262
Lakeside, California 92040

International Learning Corporation
440 East Las Olas Boulevard
Ft. Lauderdale, Florida 33301

Milton Bradley
Springfield, Mass.

Parker Brothers
Salem, Mass. 01970

Paul S. Amedon & Associates, Inc.
5408 Chicago Avenue, South
Minneapolis, Minnesota 55417

Project Simile II
P.O.Box 1023
La Jolla, California 92037

The Quaker Oats Company
Customer Programs Department
Merchandise Mart Plaza
Chicago, Illinois 60654

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Selchow and Righter Company
200 Fifth Avenue
New York, New York 10010

Simulated Environments, Inc.
3401 Market Street
Philadelphia, Penn. 19104

Teaching Research
Oregon State System of
Higher Education
Monmouth, Oregon 97361

3-M Company
St. Paul, Minnesota

Training Development Center
2 Pennsylvania Plaza
New York, New York 10001

Urban Systems, Inc.
1033 Massachusetts Avenue
Cambridge, Mass. 02138

Western Publishing Company
School and Library Dept.
150 Parish Drive
Wayne, New Jersey 07470

NEWSLETTERS

Huntington Two. Polytechnic Institute of Brooklyn, 333 Jay Street,
Brooklyn, New York 11201

Occasional Newsletter About Simulations and Games. Western Behavioral
Sciences Institute, 1150 Silverado, La Jolla, California 92037
(\$15.00 per year)

Simulations and Games. Sage Publications, 275 South Beverly Drive,
Beverly Hills, California 90212 (\$12.00 per year)

Simulation/Gaming/News. Box 8899, Stanford University, Stanford,
California 94305 (\$4.00 for five issues)

Simulation in the Service of Society. P. O. Box 994, La Jolla, California
92037

WFF 'N PROOF Newsletter. Box 71, New Haven, Connecticut 06501
(No charge)

PROFFESIONAL ORGANIZATIONS

American Council on Educational Simulation and Gaming (ACESG).

Dr. Paul A. Twelker, President, P. O. Box 5131, Industrial
Station, 453 North Snelling Avenue, St. Paul, Minnesota 55104

**American Educational Research Association (AERA), Special Interest
Group: Simulation Systems.** Dr. John R. Dettre, SIG Secretary-
Treasurer, University of Kentucky, Lexington, Kentucky.

The National Gaming Council. Envirometrics, 1100 17th Street
Northwest, Washington, D.C. 20036

Simulation Councils, Incorporated (SIC). 1010 Pearl Street (P. O.
Box 2228), La Jolla, California 92037

CENTERS FOR SIMULATION DEVELOPMENT

Abt Associates, Incorporated, 55 Wheeler Street, Cambridge,
Massachusetts 02138

Academic Games Associates, 430 East 33rd Street, Baltimore,
Maryland 21218

Academic Games Project, Center for Study of Social Organization of
Schools, 3505 North Charles Street, Baltimore, Maryland 21218

Applied Simulations International, Suite 900, 1100 17th Street,
Northwest, Washington, D. C. 20036

Behavioral Sciences Laboratory, College of Social and Behavioral
Sciences, Ohio State University, 404-B West 17th Avenue,
Columbus, Ohio 43210

Behavioral Simulation and Gaming Group, Political Science Department,
Peoples Avenue Complex, Building D, Rensselaer Polytechnic
Institute, Troy, New York 12181

The Didactic Games Company and Didactic Systems, Incorporated, P.O.
Box 500, Westbury, New York 11590

Educational Games Company, P. O. Box 363, Peekskill, New York
10566

Educational Simulation Laboratory, College of Education, Ohio State
University, Columbus, Ohio 43210

Information Resources, Incorporated, 96 Mount Auburn Street, Cambridge,
Massachusetts 02138

Instructional Simulations, Incorporated (ISI), 2147 University Avenue,
St. Paul, Minnesota 55104

Interact, P. O. Box 262, Lakeside, California 92040

Learning Games Associates, (WFF 'N PROOF), 2253 Medford Road, Ann
Arbor, Michigan 48104

National Academic Games Project, Nova University, Southwest College
Avenue, Fort Lauderdale, Florida 33314 or 24064 Avenida
Crescenta, Valencia, California 91355

Political Institutions Simulation Laboratory (POLIS), University of
California, Political Science Department, Santa Barbara, California
93106

Project SIMILE -- Western Behavioral Sciences Institute, 1150 Silverado
Road, La Jolla, California 92037

Real World Learning, Incorporated, 134 Sunnydale Avenue, San Carlos,
California 94070

SIMILE II, 1150 Silverado Road (P. O. Box 1023), La Jolla, California
92037

Simulation Systems Program, Teaching Research Division, Oregon State
System of Higher Education, Monmouth, Oregon 97361

BIBLIOGRAPHY

Abt, Clark C. Serious Games. Viking Press, 625 Madison Avenue,
New York, New York 10022

Boocock, Sarane S., and E. O. Schild. Simulation Games in Learning,
Sage Publications, Incorporated, 275 South Beverly Drive, Beverly
Hills, California 90212

Cratty, Bryant J. Active Learning Games to Enhance Academic Abilities.
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632

Glazier, Ray. How to Design Educational Games. Games Central,
c/o Abt Associates, Inc., 55 Wheeler Street, Cambridge,
Massachusetts 02138

Gordon, Alice K. Games for Growth. SRA College Division, 165
University Avenue, Palo Alto, California 94301

Twelker, Paul A. Instructional Simulation Systems. Continuing
Education Publications, Waldo Hall 100, Corvallis, Oregon 97331

Ziegler, Richard. Games for School Use. Center for Educational
Services and Research, Board of Cooperative Services, 845 Fox
Meadow Road, Yorktown Heights, New York

Zuckerman, D. W., and E. Horn. The Guide to Simulation Games for
Education and Training. Information Resources, Inc., P. O. Box
493, Lexington, Massachusetts 02173